

ONTARIO DEPARTMENT OF EDUCATION

OH 52
371.3331
059DE/S

INFORMATION SHEETS


ONTARIO

ELEMENTARY SCHOOL

RADIO BROADCASTS

MARCH 1968

PROGRAMS PRESENTED BY THE
ONTARIO DEPARTMENT OF EDUCATION
IN CO-OPERATION WITH THE
CANADIAN BROADCASTING CORPORATION



Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

What Next?

(formerly At Sixes and Sevens)

KINDERGARTEN TO GRADE THREE

WEDNESDAYS, 2:10 – 2:30 P.M.

This has been the most exciting and rewarding season to date for the team which plans and produces these broadcasts for you. The reason for this is that we have been receiving mail and other forms of “feed-back” from you and your children in far greater volume than in any previous season.

You, as a teacher, can readily perceive the difficulties which challenge the planners of such a series. We are entrusted with the task and responsibility of providing radio experiences which will engage the attention, interest, and imagination of an Ontario-wide audience of children ranging in age from five to eight years. As radio is an intensely personal medium, the broadcast must speak to each individual child. We thought you might like to know a bit about the ways in which we have tried to deal with this challenge.

Most of the broadcasts flow out of experiences common to nearly all children within this age-range, regardless of geographical location. For instance, most children like “The Statue Game”, which we used as the basis of a DANCE broadcast. “Paddington’s First Experience with Snow” is another example.

Then, of course, there are experiences which many children long to have but which may not be available to them. In the broadcast “T.J. at the Riding Stable”, T.J. experienced the fun and the risks of riding horseback, and your children could share his emotions from the security of their classroom. What did they *think* of the ways in which T.J. dealt with and accepted the consequences of the events which befell him in the broadcast? How would *they* have felt if they had “got . . . off” the horse, and been “lost”?

The DANCE broadcasts provide opportunities for the child to investigate and re-examine familiar aspects of his world in a new form. We hope he will become increasingly aware of the space surrounding him as he moves through it, and that he will simultaneously discover that he can move in a great variety of ways within that space.

The same opportunities, though through a necessarily different technique, are provided in the MUSIC broadcasts. For example, in the broadcast of February 7, your children were invited to explore the world of familiar sounds. The studio children gave three examples of how these ordinarily casual sounds can be organized into an artistic form of expression by young children. The ticking of a clock became a verse-sound-song entity; the church bells inspired an accompaniment for a familiar song; sound effects were carefully selected and performed by the children to enhance the telling of the "dream" fairy tale. It is hoped that such "hints" for artistic recreation will motivate your children to try out similar ideas in their own situation.

This will give you a little idea of some of the thinking behind the broadcasts – and some of the aims we try to fulfil. But do the broadcasts accomplish these or other worthwhile aims? Do they in fact meet the needs and response-levels of the children they are created for? Do they assist you in reaching your goals as a teacher?

Only you and your children can tell us. Are there other things you would like the broadcasts to provide or include? We would like to know.

We are about to start planning broadcasts for the 1968-1969 season. Your comments and suggestions would be welcomed. One small request: when you send children's work to us (and please do), be sure to include the full school address, so a "thank you" letter can be sent to the children from Mr. Maitland. As we do not have sufficient staff to answer each child individually, the children's home addresses are not of use to us. But a letter *will* be sent to the class. Write to us at:

WHAT NEXT?

Canadian Broadcasting Corporation,
Box 500, Terminal "A",
Toronto, Ontario.

1. *March 27 . . . DANCE*

Your children will explore different ways in which two persons can work together as a team. We have heard that many children really enjoy working in bare feet.

2. *April 3 . . .* LANGUAGE

T.J. and his friend Peter work and play together. Peter meets Mr. Maitland.

3. *April 10 . . .* STORY-TELLING

Today's Paddington episode is from "Goings On at Number 32", Chapter 3 from the book *Paddington at Large*.

4. *April 17 . . .* MUSIC

We start with "street-vendors' cries", then explore and develop them musically.

5. *April 24 . . .* LANGUAGE

T. J. decides to go into business! Have any of your children tried this? What "businesses" would they like to operate? What troubles might they run into?

6. *May 1 . . .* DANCE

Today we expand DANCE to include the idea of drama. Give your children as much clear floor-space as possible.

7. *May 8 . . .* MUSIC

"You're a composer". Starting with a few basic ideas, a song or songs will be developed.

8. *May 15 . . .* LANGUAGE

T.J. has an adventure. What kinds of "adventures" have your children had? Are they similar to or different from T.J.'s adventure? In what ways?

9. *May 22 . . .* DANCE

Today we explore qualities of movement, space, and emotion. This broadcast will contain seeds of ideas which will be developed more fully in the next broadcast.

10. *May 29 . . .* SPECIAL

To end the season, this broadcast will combine elements of story-telling, creative music with children taking part, and dance. Your children will need lots of space in which to work.

Now Hear This

GRADES FOUR AND FIVE

THURSDAYS, 2:03 – 2:30 P.M.

As we are entering the final season of the first year of *Now Hear This*, let us take stock of what has been happening. You, the children in your classes, and we who have been planning and developing *Now Hear This*, have been taking part in an experiment.

During the past two terms of *Now Hear This*, we have offered experiences that we had not attempted before through the medium of radio for Grades 4 and 5.

This has been the first year that DANCE programs have been planned especially for nine- and ten-year-olds (though such programs have been available for some time for the lower grades). Using this year's programs, your children have experienced through DANCE the realism of a Forest Fire, or the fantasy of exploring Another Planet, all the while developing control of self-expression through movement in space.

This year is the first time we have developed broadcasts to stimulate your children to work in CREATIVE DRAMA. Through these programs we offer an opportunity for another kind of self-expression. Children have a chance to dramatically express and experience ideas suggested by the broadcast, and then the further chance of delving into themselves for ideas for making plays, during and after the broadcast.

What else has been new on *Now Hear This*? Well, this year we have gone right to the commercial world, the popular culture of our time, to try to relate the daily experiences provided for children by the mass media to the individual experience of learning, selecting, and communicating. So, in our FOLKSONG programs, we have used recorded music, *Folk*, *Pop*, *Blues*, and *Rock* to see how the present relates to our past, and how song related to individual and historical experience. The latest addition to *Now Hear This* is YOUR ROVING REPORTER, John Kastner, who seeks factual information through real and imaginary interviews. The imaginary interviews are comedy, using stock characters approximating the kinds of characters children love on television or in cartoon. The real interviews are with people knowledgeable in the field under investigation. Here again is a

chance to relate pop culture to the satisfying discovery of facts about the real world – as well as have some fun, and open children's imagination and interest through laughter.

So you can see that you have been participating in an experiment. Furthermore, it is you who have made this experiment possible – you and the children in your classes. For now, more than ever, we have been receiving frank and imaginative response to *Now Hear This* from both teachers and children. Now that a two-way street of communication between listeners and planners of *Now Hear This* is opening up, we are better able to experiment in a meaningful way. In time, we will be able to build with the listener a series that engages children in Grades 4 and 5 and one that awakens new thoughts and feelings in them. To do this we ask you to continue sending us your comments and those of your children about any and all of the broadcasts during the spring term of *Now Hear This*.

The following programs are the spring lineup (four kinds of programs make up the list): DANCE, DRAMA, FOLKSONG, and YOUR ROVING REPORTER.

The final program is a special treat of pure entertainment for all: a musical especially for nine- and ten-year-olds. We hope you enjoy listening and participating.

1. *March 28 . . .* WHAT IS RADIO?

Your Roving Reporter, John Kastner, will investigate *Radio*. How do sound effects work? What can an actor do with his voice alone? How can sound be mechanically altered? This program is in response to the many questions children have asked us about the medium itself.

2. *April 4 . . .* FOLKSONG

Songs of the West. The West of North America is rich in its own heritage of pioneer, cowboy and country music. This part of our folksong heritage strongly influences the music of today's child.

3. *April 11 . . .* DANCE

Your children will dance the tensions and releases of *Spring Flood*. Through dance, children may experience this natural phenomenon as well as a community's problems in coping with its destructive powers. Clear as large a floor-space as possible for children's activity.

4. *April 18 . . .* WHAT IS SPRING?

Your Roving Reporter will investigate spring, from many points of view. Your children may enjoy taking the point of view of another being or an object to express their ideas and feelings about spring, or any other topic they may be studying.

5. *April 25 . . .* DRAMA

Today your children will have an opportunity to explore *colours* through creative drama. How do colours make us feel? How do colours make us move? They will have a chance to actively participate in working out ideas suggested by the broadcast through movement and mime. Clear as large a floor-space as possible for them to work in.

6. *May 2 . . .* FOLKSONG

Songs of the Sea. Our last folksong program of the season will examine those songs that are a part of all of Eastern North America, from Labrador to Mexico, both in French and English: the strongly rhythmical songs of the sea.

7. *May 9 . . .* PROBLEMS OF COMMUNICATING

Your Roving Reporter will examine one of the problems inherent in his job, one of the problems children have with their peers, their elders, their juniors, the basic problem of community living: communicating with one another.

8. *May 16 . . .* DANCE

A World's Fair brings man together in both massive and intimate celebration. Today your children will dance the many aspects of a world celebration. Clear as large a floor-space as possible for the children to work in.

9. *May 23 . . .* DRAMA

Here is another opportunity for your children to express their feelings and ideas in participation with the broadcast through movement and mime. Once again they need a large area in which to work.

10. *May 30 . . .* SPECIAL

To end this season of *Now Hear This*, A MUSICAL written especially for children will be presented.

A World Unlimited

GRADE SIX

MONDAYS, 2:03 – 2:30 P.M.

Exciting and informative, the broadcasts in the final part of the series are designed as jumping-off points for classroom activities. They attempt to show each child the importance and usefulness of learning, both in meeting day-to-day life and as a preparation for the future. He will be encouraged to make the most of his school years, to learn from as many sources as possible, and to see the relationships among the branches of knowledge.

1. *March 25 . . .* PERSONALITIES

Using Mahatma Gandhi, Michaelangelo, Teilhard de Chardin, and Marshall McLuhan as examples, this program explores the makeup of individuals who have made a contribution to the world, probing what they are like and why. Classroom aids: maps and pictures of great men and women.

2. *April 1 . . .* ESP, SUPERSTITION, AND RELIGION

As the result of requests, this program will investigate further the “whys” of religion and superstition and phenomena like extra-sensory perception. There will be mention of the conglomeration of ritual so fascinating to the hippies and of possible reasons for the current interest in mind-expanding drugs. Aids: pictures of different religious and other rituals around the world and throughout history.

3. *April 8 . . .* MUSIC

From creation to final performance: the following of a large musical work through all stages of its creation and production, a behind-the-scenes look at the people and talents involved and how the many problems are handled. This broadcast is intended to widen knowledge and deepen appreciation. Aids: a discussion beforehand to explain such term as “librettist” and the parts of the stage, and pictures of stage settings, lights, costumes, makeup, instruments, rehearsals, and personalities.

4. *April 22 . . .* WHAT IS CANADA?

A trip by sound and music through Canada from coast-to-coast, visiting places of the greatest interest. Aids: a large map of Canada, road maps of the provinces and smaller areas, and, where possible, a topographical map; pictures of places, industries, occupations.

5. *April 29 . . .* ART IN DAILY LIFE

A program on all the arts designed to encourage the child to use his eyes and ears to appreciate the beauty around him. The emphasis is on *awareness*, of how art is part of a person's daily life and what there is of it within. Aids: pictures of famous works of art, of nature, buildings, living things; posters, magazines, and books on the topic.

6. *May 6 . . .* WHAT'S SO FUNNY?

A program on humour wherever it is to be found, using examples from literature, music, art, and theatre. Aids: where possible, puppets, masks, props; pictures of comedians like Chaplin, Marcel Marceau, Ray Bolger (dancing), a Punch-and-Judy show, and pictures of "funny" incidents.

7. *May 13 . . .* FLIGHT

A broadcast on man's desire to fly, from his first attempts buried in the past to the future of travel in space. Aids: maps, models, pictures of various types of flying apparatus.

8. *May 27 . . .* CELEBRATIONS

What are they? Why do we have them? What do we like to do at them? A program exploring traditions, customs, and even "happenings" which touch on everything from eating to firecrackers. Aids: pictures of festive food, national dances and costumes; articles such as candles, bells, noisemakers, flags, hats.

